|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 20 MIN  20 MIN  20 MIN |  | ***Activity # 1 (Comprehension strategy)***   * Explain children that when they read a book, some of the information is important and some information is interesting, or fun to know, but not important. * Reread the big book and use the comprehension strategy with a think aloud on page 6. Say this ***This page tells me that Migisi eats rice for breakfast. That´s important information. It tells me when he eats rice. The page also tells me that he eats wild rice pancakes with maple syrup. That information is fun to know, but it is not important.*** * Show them the *Determine importance organizer poster.* Explain that “information that I noticed” means information that you read, and that “important?” means that the information is important or unimportant. * Ask children to help you to fill in the boxes on the organizer poster and determine the importance of the information.   ***Activity #2 (Phonemic awareness beginning sounds H and J)***  Fabio (10 min.)   * Remind the sounds to the children and ask them to say some words that begin with those sounds. * Play with 2 cards. The card A will be used to the sound /h/ and the card B for the sound /j/. * Each child will select a card to know the sound. Then the child will say a word with the beginning sound selected.   Classroom teacher (10 Min).   * Explain to children that the letters have sounds an d that today they will learn about the letter ***Kk*** and its sound /k/. Model the sound. * Display phonics song chart13 and read the song aloud as you point to examples. * Play ***Kk*** en the phonics audio CD and have children sing along. * Give some examples of words that begin with the letter ***Kk*** which stands for the sound /k/.   *King*  *Kitten*  *Key*  *Kangaroo*  *Karate*  *Keep*  *Ketchup*  *Kick*   * Encourage children to repeat those words with you. * Ask children if they know more words that begin with the letter ***Kk*** and its sound /k/.   ***Activity #3 (High frequency words).***   * Review the high frequency words on the word wall * Point to the words on the word wall and ask a volunteer to read the words aloud. * Show to children the high frequency words FOR, WITH, YOU. * Write some sentences containing the H.F.W. * Ask some volunteers to find the HFW in the sentences. * Can you tell me a phrase with those H.F.W? * Put the H.F.W in the word wall. | Big book Rice All Day  Determine importance organizer poster  Cards  Phonics song chart 13  Phonics audio CD.  CD Player  Word wall |  |